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AUTHOR	Stiggins, Richard J., Comp.
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ABSTRACT

Fifty profiles of published tests of writing proficiency are compiled alphabetically with a thorough guide to indirect assessment of writing skill. The profiles are designed to facilitate a general screening of available test options. The elements included in each profile are as follows: test name, publication date, publisher, administration time, grade levels, traits measured, writing sample, appropriate uses, and reliability and validity information. A final consideration in test selection relates to ease, efficiency and cost of use. A brief guideline is presented to help consider the test logistics and to better analyze the published user's manual. (Author/CE)

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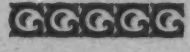
A GUIDE to Published Tests of Writing Proficiency



Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

TM 810 914

A GUIDE TO PUBLISHED TESTS OF WRITING PROFICIENCY

Compiled by

Richard J. Stiggins

Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

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SELECTING AN INDIRECT ASSESSMENT OF WRITING SKILL

This monograph covers the characteristics, selection considerations and sources of available language usage tests for indirect assessments of writing. When properly used, indirect measures of writing proficiency can be effective and efficient. Although an indirect measure (objective test) makes no attempt to assess the student's skill in actual writing, it does measure the student's ability to recognize standard English usage. Students are generally required to identify usage problems and select correct responses from among multiple choices. Objective tests of language usage call for knowledge of grammar, punctuation, sentence structure, diction, style and organization: knowledge which is a necessary but not sufficient requirement for good writing.

Characteristics of Indirect Assessment

Indirect measures can follow a number of formats. Typically, they are constructed as follows. The examinee is presented with a series of sentences and paragraphs, each containing one or more underlined elements. The examinee is asked to verify the correctness or appropriateness of each underlined element, or else, if the element contains an error, to select an alternative from among several choices. As with any objective test, scoring is usually done by machine. Even hand scoring is more rapid than with direct measures, however, since scorers are not called upon to make personal judgments or comparisons; answers are either right or wrong.

Although indirect assessments are not a substitute for direct evaluation of students' writing proficiency, they can be useful in specifying students' skills in dealing with standard English usage. They are also inexpensive to administer, significantly less costly and time consuming to score than direct measures, and when care is taken with test selection, they can be used to diagnosis individual skills, identify appropriate course placements and select students for special programs. Like direct measures, indirect assessments may be either norm or criterion referenced, and scoring can provide both holistic and analytical information on students.

Anyone seriously considering use of an indirect measure of writing proficiency faces the sizeable task of culling through available tests to find the one that best serves the school's specific needs. The information presented in the following pages is intended to simplify that task by providing brief descriptions of 50 published tests of writing or language usage proficiency. The test profiles cover traits measured, administration time, age levels, appropriate uses and reliability and validity information. Although profiles are not sufficiently detailed to allow for final test selection, they can help limit available options. Assessors are then encouraged to contact test publishers directly for the detailed information needed to make a final choice.

An Overview of the Test Profile

The information in each test profile is summarized from the technical manuals provided by the test publisher. Each test profile has been reviewed by the publisher to ensure accuracy. If specific information was not available from the publisher, its unavailability is noted in the profile. Also, test information too complex or lengthy to be concisely summarized (e.g., summary statistics related to reliability or validity) is noted, and the user is referred to the publisher's technical references.

Elements included in the test profiles are as follows:

(1) The name of the test	In some cases, the name listed is that of an achievement battery subtest. Such subtests are typically administered as part of an entire battery and cannot be used alone. Exceptions are noted. Also, publishers are the final authority on how tests can be administered and should be contacted regarding special requests for test use. All tests not identified as part of a larger battery can be used alone.
(2) Date of publication	Most recent edition is profiled.
(3) Publisher	Publisher's name and mailing address are provided. Many publishers also have regional and local service representatives capable of providing valuable assistance in test selection and use. Regional information is available from the central office.
(4) Administration time	Number of minutes required to administer the test is given.
(5) Grade levels	Grade/age levels recommended for test use are given.
(6) Trait(s) measured	Aspects of writing or language usage proficiency tapped by the test are identified.
(7) Writing sample	Item indicates whether or not a direct (writing sample-based) measure of writing skill is offered as part of the test; also indicates whether scoring procedures are suggested by the publisher.

(8)	Evidence of reliability	Summary of evidence that test scores are reliable.
(9)	Suggested uses	Principal mode(s) of test score interpretation is indicated as (1) norm referenced (comparing the performance of one student with that of others), and/or (2) criterion referenced (comparing student performance to a mastery level), also publishers' specific suggestions for test use (e.g., diagnosis of strengths and weaknesses) are summarized.
(10)	Evidence of validity for intended uses	Information is presented on the extent to which the test has been proven useful in contexts for which it was intended.

Test Selection Considerations

As a reminder, these profiles are designed to facilitate a general screening of available test options. After identifying potentially appropriate tests, users are urged to solicit additional detailed information from test publishers before making any final test selection.*

The consumer should be keenly aware of the manner in which test results are to be used before proceeding with test selection. Once the purpose for assessment is articulated, a variety of test characteristics must be evaluated to determine which test(s) are capable of meeting prescribed needs. Some of the factors to be considered are reviewed in the following paragraphs.

Test reliability. If objective tests are to yield useful information, scores must be consistent or dependable. This means that scores must be stable over time (i.e., produce equivalent results in retesting), provide consistent results over ostensibly equivalent exercises, and yield stable results across independent evaluations of proficiency. Indicators of dependability or reliability must be provided by the test publisher. In certain testing situations, such as when scores are used to certify competence, to place individuals at different levels of instruction, to make educational/career decisions, or to manage instruction in individualized settings, very high score consistency is necessary. Whenever a test is to be the sole basis of an important educational decision, high reliability is a must. The following questions should

*For detailed guidelines on the selection and use of published tests, the reader is referred to Guidelines for the Selection of Basic Skills and Life Skills Tests, Portland, OR: Northwest Regional Educational Laboratory, 1980. This publication provides strategies and checklists for evaluating score dependability, test validity, and the logistics of test use.

guide your evaluation of test score reliability:

- Is reliability estimated in the test manual for every score included in the examinee's test performance profile?
- Is there evidence of score consistency over time?
- If there are parallel forms of the test available, has their score equivalence been established?
- Is there evidence of internal consistency reliability?
- Is there reason to suspect scores are based on very few items? If so, is the reliability of the very short test addressed?
- Does the examinee group on which reliability estimates were based include students like those whom you intend to test?

Test validity. Determining reliability is only part of the test selection task. Attention must also be given to validity. In evaluating test validity, the user must consider two kinds of information: (1) whether the test measures what it is intended to measure (usually verified via expert opinion), and (2) whether the test yields scores consistent with other measures of the same trait (usually verified via correlation coefficients showing the statistical relationship between the test in question and other performance indicators). In general, the published test manual should provide appropriate and understandable evidence that the test measures important skills and that the test items cover intended content. Meeting the test developer's expectations is not enough, however. Of even greater importance is ensuring that the test measures what the user wants it to measure. If the test does not relate directly to local instructional priorities, it will not be a valid measure for use with students in that setting.

The following questions should guide your evaluation of test validity:

- Does the test publisher present evidence of the appropriateness of the content covered (e.g., are qualified reviewers' opinions presented)?
- Does the publisher verify the link between test items and the intended focus of the test?
- Have you verified the appropriateness of test content coverage to your own local curricular priorities?
- Does the publisher present evidence that the test was externally reviewed to ensure that items are not racially or sexually biased?
- Is the validation group similar to your intended test group?
- Will the scores be sufficiently precise to help with whatever decisions you need to make on the basis of results?

Test Logistics. A final consideration in test selection relates to ease, efficiency and cost of use. The published user's manual should provide a clear and complete set of instructions for administering and scoring the test. Any alternative scoring and reporting services available to the user, as well as costs associated with scoring and reporting, should be explained. All of these factors should be reviewed and considered in choosing the appropriate test.

Profiles of Tests of Writing Proficiency

The following test profiles are arranged alphabetically by test name. In addition, to further assist the user in finding the most relevant tests, two summary resource lists or indexes are provided at the end of the chapter. The first identifies available tests by grade level (elementary, junior high, high school, college and adult). The second lists available tests by publisher.

TEST PROFILE

Name of Test: ACT Assessment English Usage Test (subtest of an achievement battery)

Date of Publication: Five times per year*

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: 50 minutes

Grade Level(s): High school
College

Trait(s) Measured:

Punctuation, grammar, style, diction, logic, organization

Writing Sample: No

Evidence of Reliability:

Internal consistency, parallel forms and test/retest reliability reported by test form (median = .89)

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

College admission, course placement, guidance and advising

Evidence of Validity for Intended Uses:

Content validity established via test development procedures and review by subject matter experts; construct validity established via correlation with writing sample scores (correlation about .70); predictive validity established via correlation with freshman English grades on a college by college basis for user institutions

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*Special Conditions of Availability: Tests are administered five times yearly at selected sites as part of the ACT Assessment Program. Special administrations for local research and evaluation services can be arranged under certain circumstances.

TEST PROFILE

Name of Test: Adult Performance Level Adult Survey--Writing Subscore (score based on items embedded in a longer test)

Date of Publication: 1976

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: Untimed (total test requires about 1 hr. 15 min.)

Grade Level(s) Adults

Trait(s) Measured:

Ability to recognize appropriately written material on various forms and documents used in everyday life

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates provided (median = .53) for relatively short writing subtest

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Curriculum planning and development
2. Identification of examinee strengths and weaknesses
3. Educational program evaluations.

Evidence of Validity for Intended Uses:

Content validity established via comprehensive surveys of functional competencies and via examination of subscore intercorrelations

TEST PROFILE

Name of Test: Adult Performance Level High School Survey-Writing Subscore (score based on items embedded in a longer test)

Date of Publication: 1976

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: Untimed (total test requires about 60 min.)

Grade Level(s) High School

Trait(s) Measured:

Ability to recognize appropriately written material on various forms and documents used in everyday life

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates reported by grade (median = .53) for relatively short writing subtest

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Curriculum planning and development
2. Identification of examinee strengths and weaknesses
3. Educational program evaluations

Evidence of Validity for Intended Uses:

Content validity established via comprehensive surveys of functional competencies and via examination of subscale intercorrelations

TEST PROFILE

Name of Test: Advanced Placement Examination in English Composition and Literature

Date of Publication: Once per year in May in Advanced Placement participating institutions

Publisher's Name and Address: College Entrance Examination Board
Box 2815
Princeton, NJ 08541

Administration Time: 60 min. for objective test; 120 min. with essays

Grade Level(s) College

Trait(s) Measured:

Ability to read, analyze, plan and write exposition, argument, and narrative prose

Writing Sample: Yes, optional

Evidence of Reliability:

Multiple choice = .84; essay portion = .65-.80; composite = .81 - .88

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

College course placement

Evidence of Validity for Intended Uses:

Match of test content to college course content and grades discussed; validity should be investigated for each user institution

TEST PROFILE

Name of Test: American School Achievement Tests-Language, Spelling (subtests of an achievement battery)

Date of Publication: 1963

Publisher's Name and Address: The Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, IN 46268

Administration Time: Language Test: 25 minutes
Spelling Test: 12 minutes

Grade Level(s) 7-9

Trait(s) Measured:

Correct usage, punctuation, capitalization, sentence recognition, grammar, spelling

Writing Sample: No

Evidence of Reliability:

Parallel forms reliability: Language, Forms D, E and F ranged from .74 to .76; Spelling, Forms D, E and F ranged from .85 to .86

Suggested Uses: _X_ Norm-Referenced ___ Criterion-Referenced

1. Measure pupil progress
2. Assist in the individualization of instruction
3. Furnish data for remedial programs in the language arts

Evidence of Validity for Intended Uses:

Content validity determined via reference to 12 textbooks. An additional measure of validity for the spelling section was made by checking the words used against two spelling vocabulary tests

TEST PROFILE

Name of Test: APL Content Area Measures (series of individual tests, each including a writing subscale) tests available in Occupational Knowledge, Community Resources, Consumer Economics, Health, and Governmental Law

Date of Publication: 1977

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: untimed (time required to complete test varies with content area but approximate one hour)

Grade Level(s) High school
Adult

Trait(s) Measured:

Ability to recognize appropriately written materials on forms and documents used in everyday life.

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates reported for writing subscale in each test; range = .72 - .92, mdn. = .84

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Curriculum planning and development
2. Identification of examinee strengths and weaknesses
3. Educational program evaluation

Evidence of Validity for Intended Uses:

Content validity established via research on functional competency, external review, and test development procedures

TEST PROFILE

Name of Test: Analysis of Skills (ASK) Language Arts **Date of Publication:** 1977

Publisher's Name and Address: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106

Administration Time: Untimed **Grade Level(s)** 2-8

Trait(s) Measured:

Capitalization and punctuation, usage, sentence knowledge, composing process

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates range from .85 to .90

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Diagnosis of weaknesses and strengths in language arts skills areas
2. Development of individual instruction
3. Comparison of individual examinee's scores with relative status of overall group results

Evidence of Validity for Intended Uses:

Content validity established through item review and item/objective comparison

TEST PROFILE

Name of Test: Basic Skills Assessment Program--Writer's Skills Test

Date of Publication: 1977

Publisher's Name and Address: Addison-Wesley Publishing Co., Inc.
South Street
Reading, MA 01867

Administration Time: 20 minutes

Grade Level(s) 7-12

Trait(s) Measured:

Spelling, punctuation, capitalization, usage, logic, evaluation

Writing Sample:

Yes, scoring and score use procedures provided

Evidence of Reliability:

Internal consistency estimates reported by subscore and grade level, total score estimate = .94; subscore range .73 to .89, mdn = .80

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Identify students deficient in basic skills
2. Evaluate effectiveness of basic skills programs
3. Locate skill areas needing remediation
4. Group students for instruction
5. Assist districts in determining local minimum competency performance standards.

Evidence of Validity for Intended Uses:

Content validity based on review of the research, other testing programs, input from local school districts and professional organizations; concurrent validity based on comparison of mean scores between those studies requiring remediation in the teacher's opinion and those not requiring it

TEST PROFILE

Name of Test: California Achievement Tests-Language (subtest of an achievement battery)

Date of Publication: 1970

Publisher's Name and Address: CTB/McGraw Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: Variable, 8-25 minutes depending on level

Grade Level(s) 1-12

Trait(s) Measured:

Language: auding, mechanics, usage and structure, spelling
Language mechanics: capitalization and punctuation
Language expression: usage, sentence structure, and paragraph organization

Writing Sample: No

Evidence of Reliability:

Internal consistency: reported for each grade of each test; Form A range = .63-.96, mdn = .87. Form B range = .59-.96, mdn = .86; Interlevel Articulation: Correlations range from .52 to .86 with a median of .74 for Form A.

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Evidence of Validity for Intended Uses:

Content validity established via reference to tests approved at the state level and a study of curricular objectives and courses of study in states representing all nations of the country. Concurrent validity also examined statistically in terms of correlation coefficients between CAT-70, Form A, and the Short Form Test of Academic Aptitude. The coefficients range from .41 to .75 with a median of .63. Validity also examined in terms of item discrimination and difficulty indices.

TEST PROFILE

Name of Test: California Achievement Tests-Language (subtest of an achievement battery)

Date of Publication: Form C 1977
Form D 1978

Publisher's Name and Address: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: Time varies by subsection and level ranging from 17-42 minutes

Grade Level(s) K-12

Trait(s) Measured:

Mechanics, expression, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency: Form C Levels 12-19 range .84 - .94, mdn of .92; Form D Levels 13-19 range .90 - .93, mdn of .92; Alternate Forms: Form C/Form D range .83 - .89, mdn of .85; Interlevel: Form C range .77 to .85, mdn of .83; Interform: Sequential administration of Forms C and D produced correlations ranging from .82 to .85, mdn of .84; Interlevel/Interform Articulation (Forms C and D): Range .76 - .84, mdn of .83.

Suggested Uses: _X_ Norm-Referenced ___ Criterion-Referenced

To measure achievement in areas of basic skills pre-requisite to studying and learning in subject-matter courses and essential to everyday living.

Evidence of Validity for Intended Uses:

Content validity established via reviews by classroom teachers, curriculum specialists and testing specialists; Concurrent validity established with comparison of language sections in the California Achievement Tests, Form A and Form C, ranged from .55 to .87, mdn of .79; Concurrent validity also examined via correlation between CAT/C and the Short Form Test of Academic Aptitude, ranged from .54 to .78, mdn of .76; Validity also examined in terms of item discrimination and difficulty

TEST PROFILE

Name of Test: College English Placement Test **Date of Publication:** 1969

Publisher's Name and Address: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148

Administration Time: Objective Test: 45 min;
Essay 1, 25 minutes;
Essay 2, 35 minutes

Grade Level(s) College

Trait(s) Measured:

Topic selection, organizing materials for presentation, editing, composition

Writing Sample:

Yes, scoring guidelines not provided

Evidence of Reliability:

Internal consistency reliability for objective test = .94

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Screening of student for special needs or challenges
2. Placement into honors and regular section of freshman composition courses
3. Prediction of academic success
4. Useful for counseling students about curriculur or vocational choices

Evidence of Validity for Intended Uses:

Content validity based on analysis of textbooks and syllabi used in teaching freshman English; validity also discussed in terms of item difficulty and discriminating power

TEST PROFILE

Name of Test: College-level Examination Program (CLEP) General Examination in English Composition and Subject Examinations in College Composition and Freshman English

Date of Publication: Variable at CLEP test centers

Publisher's Name and Address: College Entrance Examination Board
Box 2815
Princeton, NJ 08541

Administration Time: 90 minutes

Grade Level(s) College

Trait(s) Measured:

English Composition: Logical and structural relationship within sentences; economy, precision and clarity of communication; logical and attention to purpose and audience.

College Composition: Sentence structure, paragraph and essay construction, style, logic, language history and reference skills.

Freshman English: Style, logic, syntax, usage, punctuation, paragraph construction, dictionary and research skills.

Writing Sample: Yes, optional

Evidence of Reliability:

English Composition = .88; College Composition = .92; Freshman English = .92

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Granting college course credit

Evidence of Validity for Intended Uses:

Match of test content to college course content and grades discussed; should be investigated for each user institution

TEST PROFILE

Name of Test: College Outcome Measures Project, Composite Examination Writing Subscale (subtest of an achievement battery)

Date of Publication: 1980

Publisher's Name and Address: The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

Administration Time: 69 minutes

Grade Level(s) College

Trait(s) Measured:

Ability to address an audience, organize and develop an essay, and use language and sentence structure.

Writing Sample:

Yes, scoring procedures provided

Evidence of Reliability:

Internal consistency reliability = .76; Interrater agreement estimates based on writing sample = .75

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

Evaluation of college level instructional programs

Evidence of Validity for Intended Uses:

Content validity established via direct input of college Erglish faculty at 40 participating institutions and via examination of subscale intercorrelations; concurrent validity established by examining correlations with TSWE and ACT English Usage subscores; construct validity established by pre- and post-testing of college students enrolled in English courses; predictive validity established by studying successful college graduates

TEST PROFILE

Name of Test: Comparative Guidance and Placement Program Sentences Test; also referred to as Written English Expression Test (subtest of achievement battery)

Date of Publication: 1973

Publisher's Name and Address: College Entrance Examination Board
Box 2815
Princeton, NJ 08541

Administration Time: 25 minutes

Grade Level(s) College

Trait(s) Measured:

Grammar, usage, choice of words, sentence structure, logical relationships within sentences, clarity of expression

Writing Sample: No

Evidence of Reliability:

Internal consisitency reliability = .83

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Facilitate placement in English courses, particularly developmental ones.
2. Contribute to predictions of success in subjects requiring competent writing.

Evidence of Validity for Intended Uses:

Match of test content with college course content and correlation with course grades discussed; should be investigated for each user institution

TEST PROFILE

Name of Test: Comprehensive Assessment Program High School Subject Tests-Writing and Mechanics Test, Language Test

Date of Publication: 1980

Publisher's Name and Address: Scott, Foresman and Company
1900 E. Lake Avenue
Glenview, IL 60025

Administration Time: 40 minutes

Grade Level(s): 9-12, Adult

Trait(s) Measured:

Language Test: Spelling, punctuation and capitalization, correctness of expression
Writing and Mechanics Test: Paragraph development, usage, paragraph structure

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates reported by test and grade level; Writing and Mechanics range = .79-.89, median = .80; Language range = .86-.94, median = .92

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Designed to evaluate student growth for individual and group instructional planning and management; specified uses:

1. To assess individual performance
2. To diagnose individual student problems
3. To evaluate instructional programs
4. To aid in career counseling

Evidence of Validity for Intended Uses:

Content validity of objectives and test items defended in terms of careful text analysis during test development and through review by qualified subject-matter experts

TEST PROFILE

Name of Test: Comprehensive Assessment Program-Spelling, Capitalization and Punctuation, Grammar and Language Total (subscores of an achievement battery)

Date of Publication: 1980

Publisher's Name and Address: Scott, Foresman and Company
1900 E. Lake Avenue
Glenview, IL 60025

Administration Time: 20 minutes (5 minutes per test)

Grade Level(s): 2-8

Trait(s) Measured:

Spelling, capitalization, punctuation, grammar

Writing Sample: No

Evidence of Reliability:

Internal consistency reliabilities reported by subtest and grade level: Spelling range = .58-.78; mdn. = .77; punctuation and capitalization range = .75-.83; mdn. = .79; grammar range = .53-.84; mdn. = .71; language total range = .86-.91; mdn. = .90.

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Designed to evaluate student growth for individual and group instructional management and planning; specific uses:

1. To assess individual performance
2. To diagnose individual student problems
3. To evaluate instructional programs

Evidence of Validity for Intended Uses:

Validity studies reported to be in progress

TEST PROFILE

Name of Test: Comprehensive Tests of Basic Skills-Language (subtest of an achievement battery)

Date of Publication: Form Q-1968, Form R-1969

Publisher's Name and Address: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: Time varies by subsection and level, ranging from 8-18 minutes

Grade Level(s) 2-10

Trait(s) Measured:

Mechanics, expression, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency: Form Q range .80 - .91, mdn = .87; Alternate forms: Form R/Form Q range .62 - .82, mdn = .76; Interlevel: Form Q range .67 - .82, mdn .76; Form R range from .61 - .77, mdn = .71; Interform: Sequential admin of Forms Q and R produced correlations ranging from .73 - .85, mdn = .80; Interlevel/Interform Articulation (Forms Q and R): Range .63 - .85, mdn = .76

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

To measure achievement in areas of basic skills pre-requisite to studying and learning in subject matter courses and essential to everyday living

Evidence of Validity for Intended Uses:

Content validity established via reviews by classroom teachers, curriculum specialists and testing specialists. Concurrent validity established with comparison of similar language section in the California Achievement Tests and Comprehensive Tests of Basic Skills. Correlations ranged from .77 to .89 with mdn of .83.; Concurrent validity also examined in terms of correlation between CTBS, Form Q and the California Short-Form Test of Mental Maturity. Correlations ranged from .55 to .79 with mdn of .66.; Validity also examined in terms of item discrimination and difficulty

TEST PROFILE

Name of Test: Comprehensive Tests of Basic Skills-Language (subtest of an achievement battery)

Date of Publication: Form S 1973
Form T 1975

Publisher's Name and Address: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: Time varies by subsection and level, ranging from 10-27 minutes

Grade Level(s) Form S 1.6-12.9
Form T 2.5-12.9

Trait(s) Measured:

Mechanics, expression, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency: Form S Levels C, 1-4 range .91-.95, mdn = .94; Form T Levels 1-4 range .93-.96, mdn = .94; Interlevel: Form S Levels 1-4 range .83-.87, mdn = .84; Interform: Sequential administration of Forms S and T produced correlations ranging from .74 to .91, mdn = .87;

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

To measure achievement in areas of basic skills pre-requisite to studying and learning in subject matter courses and essential to everyday living.

Evidence of Validity for Intended Uses:

Content validity established via reviews by classroom teachers, curriculum specialists and testing specialists; Concurrent validity established with comparison of language sections in the Comprehensive Tests of Basic Skills, Form Q and Form S. Correlations ranged from .78 to .90 with median of .86; Validity also examined in terms of item discrimination and difficulty

TEST PROFILE

Name of Test: Content Evaluation Series
Language Arts Test-
Language Ability, Composition
(subtests of achievement battery)

Date of Publication: 1969

Publisher's Name and Address: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148

Administration Time: 40 minutes per subtest

Grade Level(s) 7-9

Trait(s) Measured:

Language ability: Sentence structure, word form and function, mechanics, and diction;

Composition: Invention, arrangement, and style

Writing Sample: No

Evidence of Reliability:

Language Ability internal consistency estimates range from .92-.95; composition estimates range from .85-.88

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Evaluate individual and class strengths and deficiencies
2. Plan instruction
3. Assess student progress over time

Evidence of Validity for Intended Uses:

Content validity based on analysis of leading textbooks and courses of study, review by curriculum experts; criterion-related validity based on analysis of test scores compared with final English grades, presented as expectancy tables

TEST PROFILE

Name of Test: Descriptive Tests of Language Skills-Sentence Structure

Date of Publication: 1977-81

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s) High school
College

Trait(s) Measured:

Using complete sentences; using coordination and subordination appropriately

Writing Sample:

No, but can be used with a writing sample in some ETS programs

Evidence of Reliability:

Internal consistency, parallel forms, test/retest estimates provided (median = .89)

Suggested Uses: _X_ Norm-Referenced ___ Criterion-Referenced

1. College course placement
2. Remedial/development studies
3. Assess effectiveness of instruction

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on an institution by institution basis.

TEST PROFILE

Name of Test: Descriptive Tests of Language Skill- Logical Relationships

Date of Publication: 1977-81

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s) High school
College

Trait(s) Measured:

Categorizing ideas, using appropriate connectives, making analogies, recognizing principles of organization

Writing Sample:

No, but can be used with a writing sample in some ETS programs

Evidence of Reliability:

Internal consistency, parallel forms, test/retest estimates provided (median = .84)

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. College course placement
2. Remedial/developmental studies
3. Assess effectiveness of instruction

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on an institution by institution basis.

TEST PROFILE

Name of Test: Descriptive Tests of Language Skills-Usage

Date of Publication: 1977-81

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08541

Administration Time: 30 minutes

Grade Level(s) High school
College

Trait(s) Measured:

Ability to use pronouns, modifiers, diction and idioms, verbs

Writing Sample: No

Evidence of Reliability:

Internal consistency, parallel forms, test/retest estimates provided (median = .85)

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. College course placement
2. Remedial/developmental studies
3. Assess effectiveness of instruction

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity established via correlation with writing sample scores; predictive validity established via correlation with college grades on institution by institution basis

TEST PROFILE

Name of Test: Diagnostic Skills Battery-Language Arts (subtest of an achievement battery)

Date of Publication: 1977

Publisher's Name and Address: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106

Administration Time: 60 minutes

Grade Level(s): 1-8

Trait(s) Measured:

Capitalization and punctuation, usage, sentence knowledge and composing process

Writing Sample: No

Evidence of Reliability:

Internal consistency reported for both forms and levels 3-8, reliability estimates ranged from .90 to .93, mdn = .92; Parallel forms correlations range from .71 to .88, mdn. = .79

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Evaluate student mastery/non-mastery of specified objectives
2. Plan instruction for individuals, groups or classes
3. Determine objectives or skill areas that need emphasis

Evidence of Validity for Intended Uses:

Content validity established via review by subject matter experts; concurrent validity - Correlations between the "Language Arts" scores of DSB and "English" in the Educational Development Series (also an STS test) ranged from .54 to .98, mdn = .84

TEST PROFILE

Name of Test: Educational Development Series--English (subtest of achievement battery)

Date of Publication: 1972

Publisher's Name and Address: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106

Administration Time: 45 minutes

Grade Level(s) 9-12

Trait(s) Measured:

Grammar, capitalization, punctuation, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability = .89; Parallel forms reliability claimed on the basis of similarly shaped raw score distributions; Test/retest reliability = .83

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Record progress
2. Relate achievement to motivation and interest
3. Compare achievement with mental ability
4. Compare achievement across content area

Evidence of Validity for Intended Uses:

Correlation reported with scores in other achievement battery subtests, range is .64-.83, mdn. = .69

TEST PROFILE

Name of Test: Educational Development Series - English (subtest of an achievement battery)

Date of Publication: 1977

Publisher's Name and Address: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106

Administration Time: 20-45 minutes

Grade Level(s): 1-12

Trait(s) Measured:

Capitalization, punctuation, usage

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates range from .87 to .90

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Compare student's achievement to interests
2. Compare student's achievement across subject-matter areas

Evidence of Validity for Intended Uses:

Correlation of test score with:
1. Grade 9 English grades = .71
2. Grade 8-11 grade point averages = .49 to .69
3. PSAT verbal scores = .53 to .64
4. SAT verbal scores = .61 to .64

TEST PROFILE

Name of Test: Essentials of English Tests

Date of Publication: 1961

Publisher's Name and Address: American Guidance Service
Circle Pines, MN 50014

Administration Time: 45 minutes

Grade Level(s) 7 through 12 and college freshman

Trait(s) Measured:

Skills in spelling, grammatical usage, word usage, sentence structure, punctuation and capitalization.

Writing Sample: No

Evidence of Reliability:

Parallel forms reliability estimates range from .87 to .89

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Identifying the nature and incidence of pupil errors
2. Surveying class strengths and weaknesses
3. Pretesting and posttesting with alternate forms
4. Determining percentile distributions for intra-school comparisons
5. Making inter-school comparisons of pupil performance

Evidence of Validity for Intended Uses:

Content validity established via studies concerning frequencies of use and frequency of error. Items were also compared for frequency of appearance with those in the various English placement examinations that 130 representative American colleges and universities administered to entering freshman.

TEST PROFILE

Name of Test: Hoyum-Sanders English Test (4 forms)

Date of Publication: 1964

Publisher's Name and Address: Bureau of Educational Measurement
Emporia State University
Emporia, KS 66801

Administration Time: 40 minutes

Grade Level(s) 2-8

Trait(s) Measured:

Division one consists of parts covering sentence recognition, capitalization, punctuation, contractions, possessives, spelling, correct usage, and alphabetization. The second and third divisions consist of parts covering sentence recognition, capitalization, punctuation, correct usage, and reference materials, such as guide words and index.

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability reported by form and grade: range = .86-.93, mdn. = .89

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Determining pupil achievement.
2. Checking the efficiency of instruction.
3. Assigning school marks.
4. Analyzing pupil and class weaknesses
5. Motivating pupil effort.

Evidence of Validity for Intended Uses:

Content validity established in terms of content analysis of text materials

TEST PROFILE

Name of Test: Illinois Tests in the Teaching of English

Date of Publication: 1972

Publisher's Name and Address: Southern Illinois University Press
P.O. Box 3697
Carbondale, IL 62901

Administration Time: Untimed - 4 subtests take about 45-60 minutes each

Grade Level(s) High school English teachers

Trait(s) Measured:

Knowledge of language, knowledge of literature, knowledge of the teaching of English and attitude and knowledge in written composition

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability reported by test form: Form A = .67; Form C = .90; Form D = .70; correlations among forms also reported.

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

Used as individual guides in the preservice and inservice education of high school English teachers

Evidence of Validity for Intended Uses:

Content validity established by review of 50 subject-matter specialists analyzing items and via analysis of item difficulty and discrimination power

TEST PROFILE

Name of Test: Iowa Tests of Basic Skills, Multi-level Battery-Language Skills (subtest of achievement battery)

Date of Publication: 1978

Publisher's Name and Address: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148

Administration Time: subsections range from 12-14 minutes

Grade Level(s) 3-9

Trait(s) Measured:

Spelling, capitalization, punctuation, usage

Writing Sample: No

Evidence of Reliability:

Estimates of internal consistency reported by section, ranging from .80 - .93, mdn. = .87; total language score estimate = .96.

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Analysis of group and individual weaknesses and strengths
2. Assist in individual pupil programming
3. Suggest possible changes in curriculum, instructional methods and materials, or instructional emphasis.

Evidence of Validity for Intended Uses:

Content validity established via experience, research, and expertise of subject-matter and testing specialists; users also urged to judge validity for local use

TEST PROFILE

Name of Test: Iowa Tests of Basic Skills, Primary Battery-Language Skills (subtest of an achievement battery)

Date of Publication: 1979

Publisher's Name and Address: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148

Administration Time: 4 sub-sections require from 9-13 minutes

Grade Level(s) K-Primary

Trait(s) Measured:

Spelling, capitalization, punctuation, usage

Writing Sample: No

Evidence of Reliability:

Estimates of internal consistency reported by subsection ranging from .74 - .90, mdn. = .82; total language score estimate = .94

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Analysis of group and individual weakness and strengths
2. Assist in individual pupil programming
3. Suggest possible changes in curriculum, instructional methods and materials, or instructional emphasis.

Evidence of Validity for Intended Uses:

Content validity established via experience, research, and expertise of subject matter and testing specialists. Input from users was also considered; validity also examined in terms of item discrimination and difficulty.

TEST PROFILE

Name of Test: Iowa Tests of Educational Development-Language Usage (subtest of an achievement battery)

Date of Publication: 1971

Publisher's Name and Address: Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, IL 60606

Administration Time: 40 minutes

Grade Level(s) 9-12

Trait(s) Measured:

Language usage: punctuation, capitalization, manner of expression, word and sentence order, organization of ideas, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates range from .85 to .89

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Chart student growth patterns over time
2. Compare performance across students
3. Conduct curriculum studies
4. Evaluate educational programs

Evidence of Validity for Intended Uses:

Concurrent validity established via correlation with high school grades; scores also correlated with other tests (ACT English and NEDT)

TEST PROFILE

Name of Test: IOX Basic Skill Tests, Elementary Level--Writing Subtest

Date of Publication: 1979

Publisher's Name and Address: Instructional Objectives Exchange
Box 24095
Los Angeles, CA 90024

Administration Time: Untimed (requires 40-45 minutes)

Grade Level(s) 4-6

Trait(s) Measured:

Selecting complete sentences, spelling correctly, capitalizing correctly, punctuating correctly, using verbs correctly, using adjectives and adverbs correctly, using pronouns correctly, expressing ideas in writing

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability:

Internal consistency estimates reported by form: Form A = .83, B = .91; parallel forms reliability = .80

Suggested Uses:

___ Norm-Referenced

_X_ Criterion-Referenced (with norm referenced and latent trait interpretation options)

1. Diagnosis and group and individualized instructional management
2. Minimum competency assessment for end of fifth or sixth grade

Evidence of Validity for Intended Uses:

Content validity established via review of specifications and items by subject-matter specialists; domain-selection validity defended in terms of teachability, probable generalizability and practicality of the measured skills

TEST PROFILE

Name of Test: IOX Basic Skill Tests, Secondary Level-- Writing Subtest

Date of Publication: 1978

Publisher's Name and Address: Instructional Objectives Exchange
Box 24095
Los Angeles, CA 90024

Administration Time: Untimed (requires 45-50 minutes)

Grade Level(s) 9-12

Trait(s) Measured:

Using words correctly, checking mechanics, selecting correct sentences, expressing ideas in writing

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability:

Internal consistency estimates reported by subtest; range = .67-.95, mdn. = .84; test retest estimates reported by subtest, range = .63-.80, mdn. = .75; estimates of mastery decision consistency also reported

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Diagnosis and group and individualized instructional management
2. High school minimum competency assessment

Evidence of Validity for Intended Uses:

Content validity established via careful development of test specifications and careful review of exercises by subject matter specialists

TEST PROFILE

Name of Test: McGraw-Hill Basic Skills System-Writing Test (subtest of an achievement battery, but can be used alone; also part of a basic skills instructional system

Date of Publication: 1970

Publisher's Name and Address: McGraw-Hill Book Company
8171 Redwood Highway
Novato, CA 94947

Administration Time: 45 minutes

Grade Level(s) College

Trait(s) Measured:

Recognize errors in punctuation, capitalization and grammar; recognize types of sentences and grammatically correct sentences; understand relationships between sentences and construct effective paragraphs.

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability and standard errors of measurement reported by test form (Form A = .85, Form B = .86)

Suggested Uses: __X__ Norm-Referenced _____ Criterion-Referenced

Evidence of Validity for Intended Uses:

Content validity established in terms of match with content presented in 3 textbooks

TEST PROFILE

Name of Test: Metropolitan Achievement Tests - Language (subtest of an achievement battery

Date of Publication: 1978

Publisher's Name and Address: The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
757 Third Avenue
New York, NY 10017

Administration Time: Language test (including Spelling) 35-40 minutes depending on level

Grade Level(s) 1.5-12.9

Trait(s) Measured:

Punctuation and capitalization, usage, grammar and syntax, spelling, study skills; listening comprehension included for grades 1.5-4.9

Writing Sample:

Currently being designed for future distribution

Evidence of Reliability:

Internal consistency reliability = .91

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Evidence of Validity for Intended Uses:

Content validity established via analysis of curricular content, texts, and objectives of textbooks, state syllabi, and objectives lists. Content validated by 6,000 classroom teachers participating in standardization process; validity also was examined in terms of item discrimination and difficulty

TEST PROFILE

Name of Test: Metropolitan Language Instructional Tests

Date of Publication: 1978

Publisher's Name and Address: The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
757 Third Avenue
New York, NY 10017

Administration Time: 110 to 150 minutes depending on level

Grade Level(s): 1.5-9.9

Trait(s) Measured:

Punctuation and capitalization, usage, grammar and syntax, spelling, study skills; listening comprehension included for grades 1.5-4.9

Writing Sample:

Holistically scored writing sample (currently not distributed)

Evidence of Reliability:

Internal consistency reliability = .97

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Evidence of Validity for Intended Uses:

Content validity established via analysis of curricular content, texts, and objectives of textbooks, state syllabi, and objectives lists. Content validated by 2,000 classroom teachers participating in standardization process; validity also was examined in terms of item discrimination and difficulty

TEST PROFILE

Name of Test: Minnesota High School Achievement Examinations--Language Arts Subtest (separate test per grade, three forms per grade)

Date of Publication: 1970, 1976

Publisher's Name and Address: American Guidance Service
Circle Pines, MN 55014

Administration Time: 60 minutes

Grade Level(s) 7-12

Trait(s) Measured:

CONTENT AREAS

Grade 7: Language study skills, spelling, word knowledge, kinds of sentences, usage, sentence structure, punctuation, capitalization

Grade 8: Spelling, vocabulary, kinds of sentences, faulty expression, verb usage, use of words, types of sentences, capitalization and punctuation, usage, general information, literature

Grade 9: Spelling, vocabulary, sentences, sentence structure, punctuation, usage, composition, library, literature interpretation, literature (knowledge)

Grade 10: Sentence structure, word discrimination, spelling, punctuation, diction, reading and literature, general information

Grade 11: Sentence structure, word discrimination, spelling, punctuation, organization, library skills, literary style, literary figures, quotations, literature

Grade 12: Spelling, vocabulary, punctuation, word discrimination, word usage, sentence structure, library skills, literature

Writing Sample: No

Evidence of Reliability: Not available

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Improvement of instruction
2. Surveys
3. Curriculum analysis
4. Group diagnosis
5. Individual pupil progress
6. Educational and vocational guidance
7. Public interpretation of the schools

Evidence of Validity for Intended Uses:

Author's judgment regarding content validity verified by selected college instructors

TEST PROFILE

Name of Test: Missouri College English Test

Date of Publication: 1965

Publisher's Name and Address: Harcourt, Brace, Jovanovich
757 Third Avenue
New York, NY 10017

Administration Time: 40 minutes

Grade Level(s): College

Trait(s) Measured:

Mechanics and effectiveness of written expression: punctuation, capitalization, grammar, spelling, sentence style and structure, paragraph organization

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates reported by sex and type of college; range = .93-.95, mdn. = .94

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Instructional grouping
2. Basic course exemption
3. Individualized instruction
4. Instructional and curriculum evaluation
5. Administrative uses

Evidence of Validity for Intended Uses:

Content validity established in terms of judgments of college English teachers

TEST PROFILE

Name of Test: National Educational Development Tests - English Usage (subtest of an achievement battery)

Date of Publication: 1971

Publisher's Name and Address: Science Research Associates
155 N. Wacker Drive
Chicago, IL 60606

Administration Time: 35 minutes

Grade Level(s) 7-10

Trait(s) Measured:

Ability to use such basic elements of correct and effective writing as punctuation, capitalization, diction, sentence reconstruction, and paragraph organization

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability = .90

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Educational and vocational planning

Evidence of Validity for Intended Uses:

Concurrent validity established via correlation with high school grades; scores also correlated with other tests (ACT English Usage and ITED tests)

TEST PROFILE

Name of Test: Sequential Tests of Educational Progress Intermediate and Advanced; Forms D-J--Writing Skills (subtest of achievement battery)

Date of Publication: 1979

Publisher's Name and Address: Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

Administration Time: 40 minutes

Grade Level(s) 3.5 - 12.9

Trait(s) Measured:

1. Capitalization and punctuation--ability to recognize errors in mechanics or usage
2. Word structure and usage--ability to detect errors in use of parts of speech embedded in sentences
3. Sentence and paragraph organization--language construction skill and ability to recognize appropriate organization

Writing Sample: No

Evidence of Reliability:

Internal consistency estimates reported by form and grade; range = .89 - .94, mdn. = .91

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Survey characteristics of programs, teachers, and students to provide information for administrative decision making and planning
2. Evaluate the effectiveness of a new program or program components
3. Evaluate the effectiveness of existing programs or components
4. Diagnose student's competencies in one or more areas to provide a guide for instruction and/or placement
5. Select or screen students for special instruction or programs

Evidence of Validity for Intended Uses:

Concurrent, predictive, construct, and content discussed in technical manual.

TEST PROFILE

Name of Test: Sequential Tests of Educational Progress Series II-Mechanics of Writing, English Expression (subtests of an achievement battery)

Date of Publication: 1971

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08540

Administration Time: Mechanics: 40 minutes
Expression: 40 minutes

Grade Level(s) 4-College

Trait(s) Measured:

Mechanics: Spelling, capitalization, punctuation
Expression: Ability to evaluate the correctness and effectiveness of sentences

Writing Sample: No

Evidence of Reliability:

Equivalence of test forms established via statistical equating; internal consistency reliability and parallel forms reliability are reported by grade and test form, mechanics median = .91, expression median = .88

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Training student progress over a period of time
2. Student grouping and placement
3. Diagnosis of strengths and weaknesses
4. Comparison of average performance of grade level groups or students with that of similar groups

Evidence of Validity for Intended Uses:

User urged to investigate content validity in terms of match between test content and local program characteristics; validity also discussed in terms of correlations between test parts

TEST PROFILE

Name of Test: Stanford Achievement Test- Spelling, Language (subtests of achievement battery)

Date of Publication: 1973

Publisher's Name and Address: The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
757 Third Avenue
New York, NY 10017

Administration Time: Spelling test 15-25 min. depending on level; Language test 35 min.

Grade Level(s):
Spelling Test: 1.5-9.5
Language Test: 3.5-9.5

Trait(s) Measured:

Spelling, capitalization, punctuation, usage, syntax, language sensitivity, dictionary and other reference skills

Writing Sample:

No (but new edition in 1982 will include a writing sample)

Evidence of Reliability:

Internal consistency reliability range = .94-.95, depending on level

Suggested Uses: X Norm-Referenced X Criterion-Referenced

Evidence of Validity for Intended Uses:

Content Validity established via analysis of curricular content, textbooks, and lists of objectives; validity also was examined in terms of item discrimination and difficulty

TEST PROFILE

Name of Test: Test of Adolescent Language

Date of Publication: 1980

Publisher's Name and Address: PRO-ED
333 Perry Brooks Bldg.
Austin, TX 78701

Administration Time: 60 minutes

Grade Level(s) 6-12

Trait(s) Measured:

Ability to express thoughts in graphic form, ability to write, ability to understand and generate syntactic structures, ability to use language expressively

Writing Sample: No

Evidence of Reliability:

Test-retest and internal consistency, reliability estimates reported as ranging from .80 to .90

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Identify students lagging behind peers in language development
2. Determine strengths and weaknesses
3. Document progress in development of writing skills
4. Conduct research and evaluation in writing instruction

Evidence of Validity for Intended Uses:

Correlations with various other achievement test scores reported

TEST PROFILE

Name of Test: Test of Standard Written English

Date of Publication: 6 times per year*

Publisher's Name and Address: Educational Testing Service
Princeton, NJ 08540

Administration Time: 30 minutes

Grade Level(s) High school
College

Trait(s) Measured:

Grammar, usage, sentence logic

Writing Sample:

No, but may be used with a writing sample in individual college placement systems

Evidence of Reliability:

Internal consistency, parallel form reliability estimates (with an interval of 5 months or more) reported, mdn. = .88

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

College course placement

Evidence of Validity for Intended Uses:

Content validity established via expert review; construct validity establshed via correlation with writing sample scores; predictive validity established via correlation with college grades on an institution by instruction basis

*Special Conditions of Availability: Test scores available six times yearly with Admissions Testing Program score reports for Scholastic Aptitude Test; Tests also available for institutional administrations through Multiple Assessment Programs and Services (MAPS)

TEST PROFILE

Name of Test: Test of Written English Date of Publication: 1979

Publisher's Name and Address: Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

Administration Time: Untimed (requires 10-20 minutes) Grade Level(s) 1-6

Trait(s) Measured:

Capitalization, punctuation, written expression, paragraph writing

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability: Not available

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced (with grade-level interpretation possible)

Individual student instructional management

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: Test of Written Language **Date of Publication:** 1978

Publisher's Name and Address: PRO-ED
333 Perry Brooks Bldg.
Austin, TX 78701

Administration Time: 45 minutes **Grade Level(s)** 2-8

Trait(s) Measured:

Vocabulary, thematic maturity, ability to produce meaningful thought units, handwriting, spelling, word usage, style

Writing Sample: Yes

Evidence of Reliability:

Test-retest, internal consistency, inter-scorer reliability estimates reported as ranging .80 to .90

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

1. Compare students on level of development of written expression
2. Delineate student strengths and weaknesses
3. Document progress in writing skills
4. Conduct research and evaluation in writing instruction

Evidence of Validity for Intended Uses:

Test scores correlated with Picture Story Language Test, IQ, and other achievement tests

TEST PROFILE

Name of Test: Tests of Achievement and Proficiency--Written Expression (subtest) of achievement battery)

Date of Publication: 1978

Publisher's Name and Address: Riverside Publishing Company
1919 South Highland Avenue
Lombard, IL 60148

Administration Time: 40 minutes

Grade Level(s) 9-12

Trait(s) Measured:

Capitalization, punctuation, grammar, usage, organization, spelling

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability, reported by grade level; median = .89

Suggested Uses: X Norm-Referenced X Criterion-Referenced

1. Planning individual student programs
2. Curriculum evaluation
3. Preparation of lesson plans
4. Preparation and revision of courses of study

Evidence of Validity for Intended Uses:

Concurrent validity established via subscore intercorrelations; predictive validity established via correlations of test scores with high school grades

TEST PROFILE

Name of Test: Walton-Sanders English Test (4 forms)

Date of Publication: 1964

Publisher's Name and Address: Bureau of Educational Measurement
Emporia State University
Emporia, KS 66801

Administration Time: 50 minutes

Grade Level(s) 9-College Freshman

Trait(s) Measured:

Ability to recognize obvious errors in spelling, sentence structure, punctuation, the use of the past tense and past participle forms of verbs, the use of nominative and objective forms of pronouns, the use of English idioms, especially those involving a choice of prepositions, and other commonly faults.

Writing Sample: No

Evidence of Reliability:

Internal consistency reliability reported by test form and grade; range = .89-.93, mdn. = .91

Suggested Uses: X Norm-Referenced ___ Criterion-Referenced

Diagnosis, classification, measurement of progress, college entrance testing, teacher examination, exemption

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: WRITE: Senior High **Date of Publication:** 1979

Publisher's Name and Address: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: untimed, requires two 50-minutes sessions **Grade Level(s)** High school

Trait(s) Measured:

Mechanics, punctuation, usage, vocabulary, spelling, organization, and format

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability: Not available

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Minimum competency testing
2. Diagnosis of student needs and prescription of instructional interventions

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: Writing Proficiency Program **Date of Publication:** 1979

Publisher's Name and Address: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: untimed (requires about 50-minutes) **Grade Level(s):** 9-College

Trait(s) Measured:

Sentence fragments, run-together sentences, subject/verb agreement, verb form, pronoun case, punctuation and mechanics, capitalization, spelling, paragraph and essay organization, paragraph coherence, topic sentences

Writing Sample: Yes, with scoring guidelines

Evidence of Reliability: Not available

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Diagnosis of strengths and weaknesses
2. Individual and group instructional planning
3. Program evaluation

Evidence of Validity for Intended Uses: Not available

TEST PROFILE

Name of Test: Writing Proficiency Program/ Intermediate System

Date of Publication: 1981

Publisher's Name and Address: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Administration Time: untimed (requires about 50-minutes)

Grade Level(s) 6-9

Trait(s) Measured:

Sentence structures, sentence mechanics, paragraph structures: sentence fragments, run-on sentences, adjectives and adverbs, personal pronouns, verb tense, verb agreement with subject, misplaced modifiers, conjunctions, commas, end marks and quotation marks, capitalization, topic/summary sentences, sequence of sentences, use of transitions

Writing Sample: Yes, scoring procedures provided

Evidence of Reliability: Not available

Suggested Uses: ___ Norm-Referenced X Criterion-Referenced

1. Diagnosis of strengths and weaknesses
2. Individual and group instructional planning
3. Program evaluation

Evidence of Validity for Intended Uses: Not available

INDEX OF TESTS BY PUBLISHER

Publisher's Name and Address	Test Name
Addison-Wesley Publishing Co., Inc. Jacob Way Reading, MA 01867	Basic Skills Assessment Program Writer's Skills Test Sequential Tests of Educational Progress Intermediate and Advanced, Forms D-J Writing Skills
Academic Therapy Publications 20 Commercial Blvd. Novato, CA 94947	Test of Written English
American College Testing Program P.O. Box 168 Iowa City, IA 52240	ACT Assessment English Usage Test Adult Performance Level Adult Survey--Writing Subscore Adult Performance Level High School Survey Writing Subscore APL Content Area Measures College Outcome Measures Project Composite Examination Writing Subscale
American Guidance Service Circle Pines, MN 50014	Essentials of English Tests Minnesota High School Achievement Examinations--Language Arts Subtest
Bobbs-Merrill Company, Inc. 4300 West 62nd Street Indianapolis, IN 46268	American School Achievement Tests- Language and Spelling
Bureau of Educational Measurement Emporia State University Emporia, KS 66801	Hoyum-Sanders English Test Walton-Sanders English Test
College Entrance Examination Board Box 2815 Princeton, NJ 08541	Advanced Placement Examination in English Composition and Literature College-level Examination Program (CLEP) Comparative Guidance and Placement Program Sentences Test
CTB/McGraw Hill Del Monte Research Park Monterey, CA 93940	California Achievement Tests-Language, 1970 California Achievement Tests-Language, 1977-78 Comprehensive Tests of Basic Skills- Language, 1968-69 Comprehensive Tests of Basic Skills- Language, 1973, 1975 WRITE: Senior High Writing Proficiency Program Writing Proficiency Program-Intermediate System

Publisher's Name and Address	Test Name
Educational Testing Service Princeton, NJ 08541	Descriptive Tests of Language Skills--Sentence Structure Descriptive Tests of Language Skills-Logical Relationships Descriptive Tests of Language Skills-Usage Sequential Tests of Educational Progress-Series II Test of Standard Written English
Harcourt, Brace, Jovanovich 757 Third Avenue New York, NY 10017	Missouri College English Test
Instructional Objectives Exchange Box 24095 Los Angeles, CA 90024	IOX Basic Skill Tests-Elementary Level--Writing Subtest IOX Basic Skill Tests-Secondary Level--Writing Subtest
McGraw-Hill Book Company 8171 Redwood Highway Novato, CA 94947	McGraw-Hill Basic Skills System-Writing Test
PRO-ED 333 Perry Brooks Bldg. Austin, TX 78701	Test of Adolescent Language Test of Written Language
Psychological Corporation Harcourt Brace Jovanovich, Publishers 757 Third Avenue New York, NY 10017	Metropolitan Achievement Tests--Language Metropolitan Language Instructional Tests Stanford Achievement Test, Language
Riverside Publishing Company 1919 South Highland Avenue Lombard, IL 60148	College English Placement Test Content Evaluation Series Language Arts Test Iowa Tests of Basic Skills Multi-level Battery--Language Skills Iowa Tests of Basic Skills Primary Battery--Language Skills Tests of Achievement and Proficiency Written Expression
Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, IL 60106	ASK-Analysis of Skills Language Arts Diagnostic Skills Battery-Language Arts Educational Development Series-English, 1972 Educational Development Series-English, 1977
Science Research Associates, Inc. 155 N. Wacker Drive Chicago, IL 60606	Iowa Tests of Educational Development-Language Usage National Educational Development Tests-English Usage

Publisher's Name and Address	Test Name
Scott, Foresman and Company 1900 E. Lake Avenue Glenview, IL 60025	Comprehensive Assessment Program High School Subject Tests--Writing and Mechanics Tests, Language Test Comprehensive Assessment Program-Spelling, Capitalization, Punctuation, Grammar and Language Total
Southern Illinois University Press P.O. Box 3697 Carbondale, IL 62901	Illinois Tests in the Teaching of English

INDEX OF TESTS BY GRADE LEVEL

Grade Level	Test Name
Elementary (K-6)	ASK-Analysis of Skills Language Arts
	California Achievement Tests-Language, 1970
	California Achievement Tests-Language, 1977-78
	Comprehensive Assessment Program-Spelling, Capitalization, Punctuation, Grammar and Language Total
	Comprehensive Tests of Basic Skills-Language, 1968-69
	Comprehensive Tests of Basic Skills-Language, 1973,75
	Diagnostic Skills Battery-Language Arts
	Educational Development Series-English, 1977
	Hoyum-Sanders English Test
	Iowa Tests of Basic Skills Primary Battery-Language Skills
	Iowa Tests of Basic Skills Multi-level Battery Language Skills
	IOX Basic Skill Tests-Elementary Level--Writing Subtest
	Metropolitan Achievement Tests-Language
	Metropolitan Language Instruction Tests
	Sequential Tests of Educational Progress Intermediate and Advanced, Writing Skills
	Sequential Tests of Educational Progress-Series II
	Stanford Achievement Test
	Test of Adolescent Language
	Test of Written English
	Test of Written Language
	Writing Proficiency Program-Intermediate System
Junior High (7-8)	American School Achievement Tests-Language and Spelling
	ASK-Analysis of Skills Language Arts
	Basic Skills Assessment Program-Writer's Skills Test
	California Achievement Tests-Language. 1970
	California Achievement Tests-Language, 1977-78
	Comprehensive Assessment Program-Spelling, Capitalization, Punctuation, Grammar and Language Total
	Comprehensive Tests of Basic Skills-Language, 1968-69
	Comprehensive Tests of Basic Skills-Language, 1973,75
	Content Evaluation Series Language Arts Test
	Diagnostic Skills Battery-Language Arts
	Educational Development Series-English, 1977
	Essentials of English Tests
	Hoyum-Sanders English Test
	Iowa Tests of Basic Skills-Multi-level Battery--Language Skills

Grade Level	Test Name
Junior High (7-8)	Metropolitan Achievement Tests-Language
	Metropolitan Language Instructional Tests
	Minnesota High School Achievement Examinations-Language Arts Subtest
	National Educational Development Tests-English Usage
	Sequential Tests of Educational Progress Intermediate and Advanced, Writing Skills
	Sequential Tests of Educational Progress-Series II
	Stanford Achievement Test
	Test of Adolescent Language
	Test of Written Language
	Writing Proficiency Program-Intermediate System
High School (9-12)	ACT Assessment Engish Usage Test
	Adult Performance Level High School Survey
	American School Achievement Tests-Language and Spelling
	APL Content Area Measures
	Basic Skills Assessment Program-Writer's Skills Tests
	California Achievement Tests-Language, 1970
	California Achievement Tests-Language, 1977-78
	Comprehensive Assessment Program High School Subject Tests-Writing and Mechanics Test, Language Test
	Comprehensive Tests of Basic Skills-Language, 1968-69
	Comprehensive Tests of Basic Skills-Language, 1973,75
	Content Evaluation Series Language Arts Test
	Descriptive Tests of Language Skills
	Descriptive Tests of Language Skills-Logical Relationships
	Descriptive Tests of Languge Skills-Usage
	Educational Development Series-English, 1972
	Educational Development Series-English, 1977
	Essentials of English Tests
	Iowa Tests of Basic Skills-Multi-level Battery--Language Skills
	Iowa Tests of Educational Development-Language Usage
	IOX Basic Skill Tests-Secondary Level--Writing Subtest
	Metropolitan Achievement Tests-Language
	Metropolitan Language Instructional Tests
	Minnesota High School Achievement Examinations--Language Arts Subtest
	National Educational Development Tests-English Usage
	Sequential Tests of Educational Progress, Writing Skills

Grade Level	Test Name
High School (9-12)	Sequential Tests of Education Progress-Series II
	Stanford Achievement Test
	Test of Adolescent Language
	Test of Standard Written English
	Tests of Achievement and Proficiency--Written Expression
	Walton-Sanders English Test
	WRITE: Senior High
	Writing Proficiency Program
	Writing Proficiency Program-Intermediate System
College	ACT Assessment English Usage Test
	Advanced Placement Exam in English Composition and Literature
	College English Placement Test
	College-level Examination Program (CLEP)
	College Outcome Measures Project Composite Exam Writing Subscale
	Comparative Guidance and Placement Program Sentences Test
	Descriptive Tests of Language Skills
	Descriptive Tests of Language Skills-Logical Relationsh[illegible]
	Descriptive [illegible]sts of Language Skills-Usage
	Essentials of English Tests (Freshmen)
	McGraw-Hill Basic Skills System-Writing Test
	Missouri College English Tests
	Sequential Tests of Educational Progress-Series II
	Test of Standard Written English
	Walton-Sanders English Test
	Writing Proficiency Program
Adult	Adult Performance Level, Adult Survey
	APL Content Area Measures
	Comprehensive Assessment Program High School Subject Tests-Writing and Mechanics Test, Language Test
	Illinois Tests in the Teaching of English (English teachers)